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ABSTRACT

The Special Needs Assessment Program (SNAP) is designed to help teachers, parents, and children focus attention on individual pupils as human beings who need help in handling a variety of problems. The project's main intents are to help faculty in identifying critical needs and concerns of pupils and to encourage the building of instructional programs that are responsive to these needs and concerns. The procedures for initiating the program are simple and tend to be effective due to a grass roots approach and high teacher involvement. The assessment program includes four phases: diagnosis, prescription, implementation, and evaluation. Through the use of a survey instrument, the handicapping problems of pupils are first identified, then involved faculty members think through possible ways of helping pupils who have the most numerous and serious problems. Evaluation consists of assessing individual progress rather than in measuring behavior according to some imaginary norm. One of the appealing features of this program is that features of this program is that teachers develop and devise their own strategies and ideas for alleviating student problems. A series of items that teachers find successful are listed. The point to be stressed about the use of the data collected is that individual teachers can do as little or as much as they desire depending on their energy, their perception of students' needs, and peer encouragement. (Author/AM)

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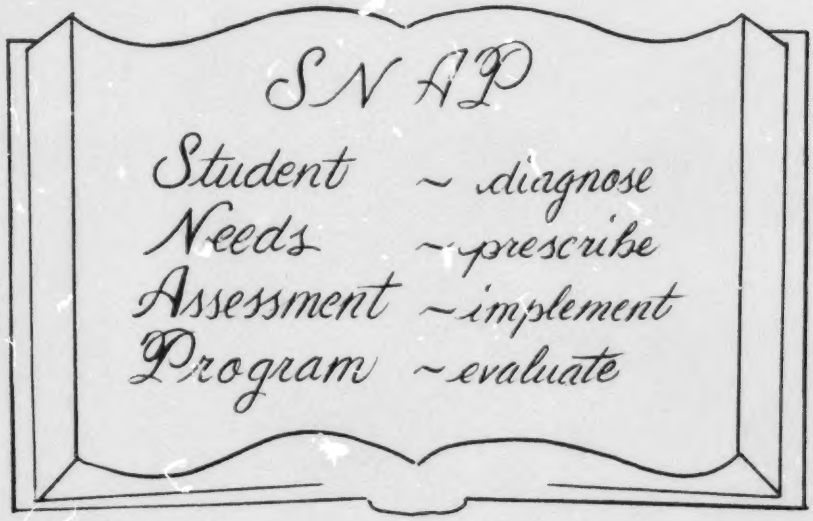


# MANUAL OF DIRECTIONS
# for the
# SPECIAL NEEDS ASSESSMENT PROGRAM

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Dr. Harley Lautenschlager
Indiana State University
July, 1974

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# MANUAL OF DIRECTIONS
# FOR
# SPECIAL NEEDS ASSESSMENT PROGRAM

## Need for the Program

Although the American public schools hold out to youth both promise and hope for full growth and development essential to the achievement of a satisfying life, we as educators, as parents, and as citizens are painfully aware that too large a number of boys and girls find the promise both futile and hollow. Although a majority of children are served well by our schools, a distressing number end up on the educational "scrap-heap;" a few find the classroom a "chamber of horrors;" some become total school dropouts; others proceed through school as partial or total psychological dropouts, operating far below their potential. The results are tragic and in many cases irreversible for the individual; they are of incalculable cost to society in the form of penal institutions, police protection, courts, welfare roles, and the like, but most tragic is the fact that most, if not all, of these youth could be successful in school.

We believe that many of the children who now fail may be rescued if teachers and parents can be made sensitive to the pressing personal needs of children and children to the needs of each other, if teachers, parents, and children can develop more insight and understanding of individual human needs, and, finally, if the curriculum is made far more responsive to these needs.

## Purpose of Program

The Special Needs Assessment Program project has been designed to help teachers, parents, and children focus attention on the individual pupils as human beings with dignity, who need help, often desperately, in handling emotional, social, psychological, and physical problems.

Therefore, it is the intent of this project to:

(a) help faculty members identify the critical needs and personal concerns of pupils enrolled in their school and,

(b) to encourage the building of an instructional program which is responsive to the needs and concerns of all school youth.

These needs are felt to be much broader than "reading, writing and arithmetic." Personal problems such as being rejected by one's peers, having a low self-concept, being unduly belligerent or defensive, withdrawn, or unhappy in school are serious ones and are, indeed, inextricably related to the successful mastery of academic skills and growth toward wholesome, mature adulthood.

The ultimate goal of the project is to help administrators, teachers, and parents develop greater insight into and understanding of individual student needs. It is contended that once sensitivity to and understanding of the pressing needs of children are developed, warm, supportive, and positive programs of prevention and remediation will probably be developed. We feel that teachers and parents will examine and look at what is happening to each pupil, discard what is harmful, and adopt methods and attitudes

designed to ameliorate the problems which seriously impede growth and academic progress. We see the program as a means of helping all children while salvaging some from failure and conserving the most precious of our national resources, the future citizens of America.

**Procedures of the Program**

The procedures for initiating the program are relatively simple. They tend to be effective due to a grass roots approach and high teacher involvement. They may be briefly stated as follows:

1. Pupil needs are identified by teachers through using the "Special Needs Survey Instrument."
2. Forms which are provided are used to tabulate, distribute, and analyze data which was collected through use of the "Survey Instrument."
3. Faculty members study data for pupils they know or teach, and then create situations designed to meet the recognized needs of their pupils.
4. Teachers evaluate the progress made by pupils, changes in the school program, and changes in relationships within the school.

The assessment program includes four phases: diagnosis; prescription; implementation; and, evaluation. Through use of a **Survey Instrument**, the handicapping problems of pupils are identified. Involved faculty members think through possible ways of helping pupils who have the most numerous and serious problems. The most logical prescriptions are selected for implementation. Evaluation consists of evaluating individual progress rather than in measuring behavior according to some imaginary norm.

A detailed description of the procedures will help to clarify the steps used in gathering and handling data. The ten forms which have been designed for use in the program need to be described and directions for their effective use should be helpful. While the nature of the Special Needs Assessment Program encourages flexibility, creativity, and ingenuity by faculty members, there are certain aspects of the program which should be carefully followed.

The data will be tabulated by computers. It is important to gather data from teachers carefully since the computer will not give back any better tabulated material than is fed into it. The computer, however, can give many kinds of information back to the school. The data most commonly given includes (1) a report on each pupil with a list of his problems, (2) a report listing each problem and indicating by grade levels which pupils have that problem, and (3) a tetrachoric correlation showing the relationships which were found to exist among the 48 problems on the Survey Instrument.

When a new program is under consideration, each person has a tendency to want to know what will be expected of him. Therefore, the procedures and directions which follow are divided into two sections: (1) Responsibilities of the Principal, and, (2) Responsibilities of the Teacher.

## Responsibilities of the Principal

**Leadership Role**. Strong support of the program by the principal throughout the year is essential. His enthusiasm for and commitment to the program must be communicated to the faculty. He must provide clear instructions and answers to questions from teachers, assume responsibility for the details of handling data, and provide leadership in helping the faculty organize for action.

**Compiling Data**. He must place certain data received from the computer on forms which are provided. Of the ten forms that have been found to be extremely helpful, the principal and his office must assume responsibility for completing eight of them. These eight forms are as follows:

1. **The Survey Instrument**. (Form SN-1-74 in Appendix A). This form does not require any work by the principal since printed copies are supplied. He must be sure that he has enough copies so that each teacher can be given a copy.
2. **The Master List**. (Form SN-2-74 in Appendix A). An alphabetized list of the entire student body involved in the project must be made for use by the computer center. The sex of the pupil is indicated, and the Code Number of his grade level or instructional group is given as is explained in item 3 below. When the alphabetized list is completed, each pupil is given a four digit number beginning with the lowest number to be assigned to the first pupil listed. The number is increased by 10 for each succeeding pupil until all pupils are numbered. The interval of 10 is left so that new pupils in future years can be entered and numbered in alphabetical order. The Master List will look like this:

| Pupil Number | Pupil's Name (Last name first) | Male or Female | Grade or Group Level |
|---|---|---|---|
| 0010 | Aaron, Henry | M | 06 |
| 0020 | Abrams, Judith | F | 02 |
| 0030 | Acton, Mary | F | 10 |
| 0040 | Adams, Frank | M | 12 |
| 0050 | Addison, Vicki | F | 13 |

3. **Code Numbers for Instructional Groups**. (Form SN-3-74 in Appendix A). Each pupil belongs to some instructional group or grade level. Each instructional group (in an ungraded school) or each grade level is assigned a two digit Code Number. Each pupil then is given a Code Number which identifies him with his instructional group (as in No. 2 above.)

The following example will help to illustrate how to assign Code Numbers:

CODE NUMBERS FOR INSTRUCTIONAL GROUPS

| Grade Level or Instructional Group | Code No. |
|---|---|
| First Grade | 01 |
| Second Grade | 02 |
| Sixth Grade | 06 |
| Eleventh Grade | 11 |
| Spec. Ed. M-1 | 13 |
| Spec. Ed. M-2 | 14 |
| or, if ungraded: | |
| Miss Miller's Group | 01 |
| Mr. Johnson's Group | 02 |
| Miss Blue's Group | 03 |

4. **Alphabetized List of Pupils by Instructional Groups**. (Form SN-4-74 in Appendix A). This form is used to prepare lists of pupils who will be evaluated or diagnosed by teachers. Pupils are listed in alphabetical order within each grade level or instructional group. The four digit number assigned to the pupil on the Master List is again used so the computer can identify the pupil.

These lists of pupil names are duplicated. Each teacher is given an alphabetized list of pupils by grade level and instructed to report upon those whom she knows well enough to diagnose. It usually works well to give elementary teachers lists of all elementary pupils and secondary teachers lists of all secondary pupils.

Teachers are given one of the Survey Instruments along with the alphabetized list, and are instructed to write the number of the applicable problem (1A, 3C, 4F, etc.) listed on the Survey Instrument. The problem numbers are placed to the right of the name of the appropriate pupil.

It is important to discuss the use of this form with all teachers so that each teacher understand clearly that she is to do **one** of **three** things for each pupil on the lists given to her. She needs to feel a commitment to giving the necessary time to completing this task in a thoughtful and thorough manner. Also, the faculty should discuss the meaning of "to an unusual degree" until there is general agreement about using this statement with as much consensus as possible.

This form is to be completed as shown in the example below:

ALPHABETIZED LIST OF PUPILS BY INSTRUCTIONAL GROUPS

**Directions:**

1. List the number of the problem from the Survey Instrument, e.g., 1B, 3A, 4C, etc.
2. Put "NP" (no problem) when you feel the student has no serious problems.
3. Leave space **blank** when you don't know the student well enough.

| Student Number | Student Name (Last name first) | No. of the problems from the Survey Instrument which apply |
|---|---|---|
| 0271 | Bradford, Eddie | 5E, 5F, 6B, 6C, 7D |
| 0913 | Bunker, Archie | 1D, IG, 2E, 4B |
| 1004 | Camper, Roy | NP |
| 1465 | Cordovan, Susan | NP |
| 1842 | Davis, Alec | 2C, 4A |
| 2130 | Drum, Mary | |
| 2361 | Ellis, Gene | NP |

Teachers should return to the office their lists of pupils with their markings. After all teacher report forms are received, the principal is to send the following items to the computer center:

1. The **Master List** of pupils.
2. The **Code Numbers for Instructional Groups**.
3. The **Alphabetized Lists of Pupils by Instructional Groups** as received from every teacher.

The Code Number for each participating school (which is assigned to each school by the program director) should be listed on each form.

5. **Summary of Problems by Grade Levels**. (Form SN-5-74 in Appendix A). When the principal receives data back from the computer center, he can transfer the data necessary to complete this form. The information on this form is particularly helpful when distributed to the entire faculty. It shows the total frequency of problems identified in each grade level, the frequency totals for each problem, and the total frequency of problems in the entire school.
6. **Pupil Profiles by Grade Levels**. (Form SN-6-74 in Appendix A). The pupils are listed across the top of the form in alphabetical order by grade level. Again, by using data received from the computer center, the number of teachers marking problems can be placed in the proper square (under the pupil's name and to the right of the applicable problem).

The principal and guidance personnel will no doubt want copies of this form when completed since it gives so much information about each pupil in school.

7. **Pupil Progress: Year to Year Comparison** (Form SN-7-74 in Appendix A). This form is useful for listing those pupils that are selected for special or intensive help. It provides a plan for keeping track of these pupils, and makes for an easy way to compare noted changes from year to year. It provides one more bit of evidence to the faculty that "our efforts are worthwhile."
8. **Problems Most Frequently Identified**. (Form SN-8-74 in Appendix A). The problems in the school which have been identified can be listed beginning with the problem which was mentioned most frequently and listing other problems in decreasing order of frequency. This list will help faculty members understand which problems need the most attention. Curricular offerings, relationships between teachers and pupils, assignments, and the type of learning activities may well change in order to alleviate the most numerous problems.

Completion of the above forms in a neat and orderly manner will help to get the program off to a good start. Other responsibilities of the principal are closely related to the normal activities of an administrator.

**Additional Responsibilities**. The principal will want to develop as much enthusiasm as possible with teachers. He will also want to caution teachers about the confidential nature of the data.

After data are distributed to teachers, the principal must arrange for teachers to get together to prescribe next steps that make sense to them. He may want to spend considerable time in informal contacts with individual or small groups of teachers as well as to arrange for some meetings of the entire faculty to consider the findings.

Suggested activities to be considered for possible action are listed later. However, one of the basic assumptions advocated in this program is that any group of teachers will develop their own ideas and plans of action once they carefully consider the kinds of problems with which pupils need help. Teachers should not feel threatened or fearful, but they should rather be encouraged to keep trying to think of ideas, materials, or resources that might be good to try.

There are few or no "answers" to help these pupils who are in desperate need of help. Yet, there are untold numbers of "ideas" which will come to teachers as they seek them, ideas which may make a vast difference in the life of some pupil when they are put into practice.

The prescribing, implementing and evaluating of "ideas" is, of course, the most vital part of the program, and the most rewarding! The principal who is eager to improve the instructional program, enhance faculty morale, and thus help boys and girls be and feel more successful, will find this program a marvelous framework around which to build an effective improvement of the instructional program. Teachers have an opportunity to serve in leadership roles since a coordinator or faculty leader is needed for each faculty group.

**Responsibilities of Teachers**

Teachers are in the "people helping" business! It is commonly accepted that the better a teacher knows her pupils, the more helpful she can be. The data which is collected in this program through teachers' perceptions and insights can be invaluable in helping teachers and a faculty as a whole to focus attention on crucial problems that are somehow overlooked in many schools.

What are the major problems of pupils in the school which interfere with reasonable progress and achievement? What are the major handicaps to learning of each individual? These questions will be answered by teachers in terms of their perceptions of pupils. The answers will be tabulated and organized and will be presented in ways useful to the staff.

**Role in collecting data**. A teacher will be given a copy of the Survey Instrument (Form SN-1-74) and a list of pupils she knows listed by grade level in alphabetical order on Form SN-4-74. The Survey Instrument should be studied to become familiar with its structure and the information it contains. Also, teachers will need to discuss in a meeting what they will mean when they say a pupil has a problem "to an unusual degree." A definition of the term is given on the form which should be quite helpful.

Teachers should plan a time to evaluate pupils when they do not feel rushed. As they look at the lists of pupils they know, they should think seriously about each pupil and whether he appears to her to have any serious learning problem which is listed on the Survey Instrument. If he does, she puts the number of the problem (such as 1A, 2C, 2D, 4F) to the right of the pupil's name.

If the teacher feels that the pupil does not have any of the problems listed "to an unusual degree," the initials "NP" (No Problems) should be placed to the right of the pupil's name.

If the teacher does not know the pupil well enough to identify the pupil's problems, the teacher is asked to leave the space **blank** to the right of the pupil's name.

To repeat, the teacher is to take the time necessary to think about each pupil known well. She will either list the pupil's problems by their numbers on the Survey Instrument, or put "NP" to the right of the name. If the space is left **blank**, the teacher is indicating that she does not know the pupil well enough to identify any problems the pupil might have.

The teacher should turn her completed evaluation of pupils into the office and wait for tabulated results to be returned. So far, the teacher has been involved with only an hour or two of her time, but her thoughtful efforts in this assignment are crucial and basic to the success of the program.

**Using the collected data in effective ways.** Teachers will want to study the data that they receive from the principal's office. They can quickly see which problems are mentioned most frequently in their classes or grade levels as well as in the entire school. They will be impressed by the amount of information received. Consequently, they will feel more aware of the kinds of serious learning problems which exist and which need the intelligent and combined efforts of the faculty if the problems are to be resolved.

Perhaps the most useful and interesting data for the teacher will be the Pupil Profiles by Grade Level information on Form SN-6-74. Almost at a glance she can see a profile of each pupil she teaches, and can see the kinds of problems each pupil has as perceived by faculty members who know him. Knowing the kinds of problems with which a pupil is struggling will help the teacher plan a more effective (and, perhaps, a more individualized) instructional program.

There are many ideas of actions that can be taken which will come to teachers. One idea that will probably occur to several teachers is for a teacher to select **one** pupil as a personal challenge for helping because of a hopeful feeling that the pupil can overcome his problems. A teacher who selects a pupil for special attention or extra help will find the two following forms helpful:

1. **Individual Pupil Progress Profile** (Form SN-9-74 in Appendix A). This form enables a teacher to make a bit more than a purely subjective judgment as to whether she has been effective in helping her selected pupil.

   The teacher will use the form at the beginning of her work with the pupil and turn the form into some office designated by the principal. At the end of the year the teacher will again evaluate the pupil as she perceives him then. The two evaluations will then be compared. To increase the validity of the rating, a teacher could ask one or two colleagues who work with the pupil, too, to rate him at the beginning and end of the project. Teachers may think of other variations which will add interest and effectiveness to the approaches.
2. **Teacher Devised Techniques and Outcomes** (Form SN-10-74 in Appendix A). This form is to be completed at the end of the year for the pupil whom the teacher has been giving special attention. There are at least three definite values in completing this form which will occur to teachers.

The first result will be to sharpen the perception of the teacher by the process of listing and thinking through the various approaches she used. Also, trying to be somewhat specific about listing the outcomes helps the teacher to learn to evaluate her efforts a bit more carefully than she might otherwise do.

In the second place, this information can be helpful to the pupil and his parents if the proper parts are used effectively and tactfully in the conference situations. Also, if a pupil were given special attention for more than one year, the accumulation of these data would be most interesting as a longitudinal study.

Thirdly, the various approaches of all teachers can be compiled (by the principal?) and distributed to all teachers. Sharing ideas is stimulating and often inspiring. Also, tabulating and distributing outcomes, if pupils can remain anonymous, can be most satisfying and pleasing to teachers, parents, and other interested citizenry.

**Teacher Strategies**. One of the appealing features of the Special Needs Assessment Program is that teachers develop and devise their own strategies and ideas for alleviating the pressing problems which they have identified. The following ideas of action may appeal to some teachers; hopefully, they will stimulate thinking to help teachers think of other ideas which they would like to try. Here are a few of the things others have done successfully:

1. As was mentioned above, selecting one or two pupils for special attention and intensive help. The process of helping might include close observation of the pupil's behavior, trying to isolate causes, developing strategies to help pupils overcome the problems, making close contact with parents, and using outside community resources.
2. Using greater care in making assignments to individual pupils, striving for clarity, suitability, and likelihood of successful accomplishment. Short term goals are essential for many pupils.
3. Individualizing instruction for one or more pupils based on discovered interests and skills needed.
4. Seeking new or different materials for one or more pupils commensurate with needs, abilities, and interests.
5. Forming small seminar groups of faculty members to think through the characteristics and causes involved in some problem area. The group would hopefully arrive at a list of strategies that would likely help pupils.
6. Involving pupils in similar discussion groups has been used successfully by some schools. Pupils may meet in volunteer groups or in classroom groups under the direction of teachers.
7. Using the case study technique has been fruitful for some teachers. Keeping a log of significant behavior and changes in behavior and techniques tried and evaluated makes exciting reports when completed.

8. Uniting the efforts of two or more teachers who want to work together to help one or more pupils has been most productive for some teachers.
9. Creating situations and involving pupils in them, situations designed to develop and enhance social skills.

The point to be stressed about use of these data is that individual teachers can do as little or as much as they desire depending upon their energy level, their perceptions of how to help the pupil, and the encouragement they can receive from other teachers and the administration.

It is hoped that the Special Needs Assessment Program as presented in this manual will be a **spring board** to further and greater accomplishments rather than a **pen** or **cage** which circumscribes and limits the ingenuity and creative possibilities of teachers. Ideas should spring from this approach which will lead to problem solving and curriculum development.

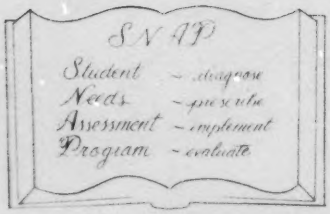
**Wider Horizons**. For example, the faculty of the Burris School in Muncie, Indiana, participated in this program during the 1972-1974 school years. They became interested in having pupils identify their own problems to see if there was a close correlation between the problems they identified and those problems identified by their teachers. They are presently compiling data which show close relationships between teachers' perceptions and individual pupil's perception of their problems. This faculty found an exciting additonal facet to the program. A Manual of Directions is available for any school interested in considering the program.

Also, the Metcalf School at Normal, Illinois, faculty became curious about what problems parents would identify for their own children. Again, they are presently compiling the data they have collected which will be interesting not only to themselves but to all of us. Again, through participating in the Special Needs Assessment Program this faculty broadened their interests and have come up with a most worthwhile contribution. A Manual of Directions is available for any school interested in considering the program.

All schools are invited to use the Special Needs Assessment Program and to make any adaptations that appeal to them. As we have professed for years, the curriculum (or experiences provided by a school for children) should be based on the **needs of the pupils enrolled in that school**! It is hoped that this program will help schools do this.

## APPENDIX A

**Forms Used in the Bulletin**




SURVEY INSTRUMENT

TO THE TEACHER: Please select from the list below those terms which apply **to an unusual degree** to each of the students you know. The definition of "to an unusual degree" for using this instrument is: **A problem which the teacher feels seriously affects the adjustment of the child to the school situation and seriously handicaps him from reaching his full potential.**

---

1. Physical problems: Pupil appears to
   - 1A. have a height problem
   - 1B. have a weight problem
   - 1C. be undernourished
   - 1D. have poor fine muscle coordination
   - 1E. have poor big muscle coordination
   - 1F. have chronic medical problems
   - 1G. have speech disorders

2. Emotional problems: Pupil appears to
   - 2A. be withdrawn
   - 2B. lack emotional control
   - 2C. be suspicious, not trustful of others
   - 2D. be moody, often depressed
   - 2E. be hyperactive, nervous
   - 2F. be overly anxious

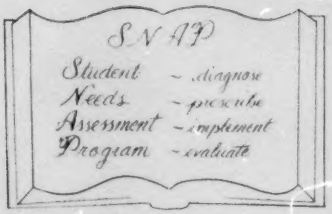
3. Social problems: Pupil appears to
   - 3A. be lonely, an isolate
   - 3B. be inconsiderate of others
   - 3C. be rejected by peers
   - 3D. use a conflicting value system
   - 3E. be belligerent, aggressive
   - 3F. be overbearing
   - 3G. be untrustworthy, undependable
   - 3H. have a negative attitude

4. Self-concept: Pupil appears to
   - 4A. have a low self-concept, feel unimportant
   - 4B. feel "I can't"
   - 4C. have too low a level of aspiration
   - 4D. have too high a level of aspiration
   - 4E. harbor self-pity

5. Behavior in school: Pupil appears to
   - 5A. have absences without good reasons
   - 5B. be repeatedly tardy
   - 5C. make little effort to succeed
   - 5D. disturb the learning environment
   - 5E. use poor work habits
   - 5F. need continuous supervision
   - 5G. be unable to delay gratification

6. Achievement in school: Pupil appears to
   - 6A. be difficult to motivate
   - 6B. work below capacity
   - 6C. lack sufficient reading skills
   - 6D. be weak in oral expression
   - 6E. be poor in writing skills
   - 6F. need changes in his school program
   - 6G. be a potential school dropout
   - 6H. have difficulty in following directions

7. Home situation appears to
   - 7A. be non-supportive of school
   - 7B. overindulge and overprotect child
   - 7C. reject this child
   - 7D. provide too little supervision
   - 7E. lack skill in helping child
   - 7F. exert excessive pressure
   - 7G. lack positive stimulation




School:_____
School Code No._____
Grades Included:_____
Date:_____

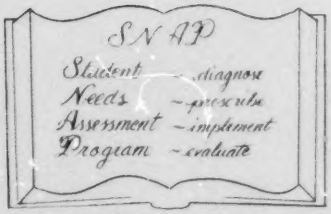
## MASTER LIST OF PUPILS

An Alphabetized List of Total School Enrollment

| Student Number | Student Name (Last name first) | Sex | Grade or Code No. | Student Number | Student Name (Last name first) | Sex | Grade or Code No. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

(Master List of Pupils)

| Student Number | Student Name (Last name first) | Sex | Grade or Code No. | Student Number | Student Name (Last name first) | Sex | Grade or Code No. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |




Date _____
School _____
School Code No. _____

## CODE NUMBERS FOR INSTRUCTIONAL GROUPS

| Grade Level or Instructional Group | Code No. |
|---|---|
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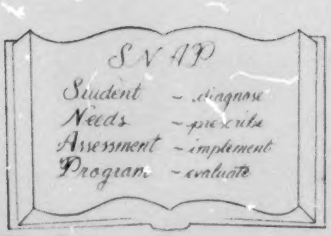


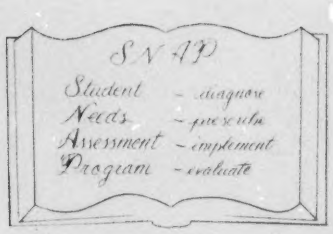

School:_____
Group Code No._____
Grade Level:_____
Date:_____

## ALPHABETIZED LIST OF PUPILS BY INSTRUCTIONAL GROUP

**Directions:**

1. List the number of the problem from the Survey Instrument, e.g. 1B, 3A, 4C, etc.
2. Put "NP" (no problem) when you feel the student has no serious problem.
3. Leave space **blank** when you don't know the student well enough.

| Student Number | Student Name (Last name first) | No. of Problems from Survey Instrument which apply |
|---|---|---|
| | | |




School: _____
Date: _____

## SUMMARY OF PROBLEMS BY GRADE LEVEL

| SPECIAL PROBLEMS | Frequency by Grade Level | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | M1 | M2 | PH | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| 1. Physical Problems | | | | | | | | | | | | | | | | |
| height | | | | | | | | | | | | | | | | |
| weight | | | | | | | | | | | | | | | | |
| undernourishment | | | | | | | | | | | | | | | | |
| muscle coordination | | | | | | | | | | | | | | | | |
| physical defects | | | | | | | | | | | | | | | | |
| chronic medical problems | | | | | | | | | | | | | | | | |
| 2. Emotional Problems | | | | | | | | | | | | | | | | |
| withdrawn | | | | | | | | | | | | | | | | |
| belligerent | | | | | | | | | | | | | | | | |
| defensive | | | | | | | | | | | | | | | | |
| unhappy in school | | | | | | | | | | | | | | | | |
| negative in attitude | | | | | | | | | | | | | | | | |
| untrustworthy | | | | | | | | | | | | | | | | |
| undependable | | | | | | | | | | | | | | | | |
| 3. Social Problems | | | | | | | | | | | | | | | | |
| lonely | | | | | | | | | | | | | | | | |
| inconsiderate of others | | | | | | | | | | | | | | | | |
| rejected by peers | | | | | | | | | | | | | | | | |
| different value system | | | | | | | | | | | | | | | | |
| poorly identify with adults | | | | | | | | | | | | | | | | |
| suspicious of help | | | | | | | | | | | | | | | | |
| overbearing | | | | | | | | | | | | | | | | |
| 4. Self-concept | | | | | | | | | | | | | | | | |
| low self-concept | | | | | | | | | | | | | | | | |
| frequently says, "I can't" | | | | | | | | | | | | | | | | |
| too low level of aspiration | | | | | | | | | | | | | | | | |
| too high level of aspiration | | | | | | | | | | | | | | | | |
| harbors self-pity | | | | | | | | | | | | | | | | |
| feels unimportant | | | | | | | | | | | | | | | | |
| 5. Behavior in School | | | | | | | | | | | | | | | | |
| displays poor attendance | | | | | | | | | | | | | | | | |
| repeatedly tardy | | | | | | | | | | | | | | | | |
| difficult to motivate | | | | | | | | | | | | | | | | |
| poor work habits | | | | | | | | | | | | | | | | |
| hyperactive, nervous | | | | | | | | | | | | | | | | |
| needs continuous supervision & direction | | | | | | | | | | | | | | | | |
| 6. Achievement in School | | | | | | | | | | | | | | | | |
| low in habits, attendance, skills | | | | | | | | | | | | | | | | |
| little effort to succeed | | | | | | | | | | | | | | | | |
| underachieving | | | | | | | | | | | | | | | | |
| retarded in reading | | | | | | | | | | | | | | | | |
| weak in oral expression | | | | | | | | | | | | | | | | |
| poor in writing skills | | | | | | | | | | | | | | | | |
| interests not met in school program | | | | | | | | | | | | | | | | |
| potential school drop-out | | | | | | | | | | | | | | | | |
| will attend college | | | | | | | | | | | | | | | | |
| will attend vocational type school | | | | | | | | | | | | | | | | |
| will consider high school terminal | | | | | | | | | | | | | | | | |
| 7. Home Situation | | | | | | | | | | | | | | | | |
| non-supportive of school | | | | | | | | | | | | | | | | |
| over-indulgent | | | | | | | | | | | | | | | | |
| rejecting this child | | | | | | | | | | | | | | | | |
| provide little supervision | | | | | | | | | | | | | | | | |
| low economic level | | | | | | | | | | | | | | | | |
| home lacks affection | | | | | | | | | | | | | | | | |
| inconsistent in discipline | | | | | | | | | | | | | | | | |

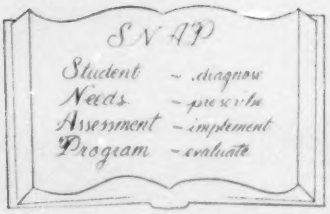
PUPIL PROFILES BY GRADE LEVELS

Date: _____

Grade Level: _____

NAMES OF PUPILS

| SPECIAL PROBLEMS | NUMBER OF TEACHERS MARKING TRAITS | TOTAL NO. PUPILS |
|---|---|---|
| 1. Physical Problems | | |
| height | | |
| weight | | |
| undernourishment | | |
| muscle coordination | | |
| physical defects | | |
| chronic medical problems | | |
| 2. Emotional Problems | | |
| withdrawn | | |
| belligerent | | |
| defensive | | |
| unhappy in school | | |
| negative in attitude | | |
| untrustworthy | | |
| undependable | | |
| 3. Social Problems | | |
| lonely | | |
| inconsiderate of others | | |
| rejected by peers | | |
| different value system | | |
| poorly identify with adults | | |
| suspicious of help | | |
| overbearing | | |
| 4. Self-concept | | |
| low self-concept | | |
| frequently says, "I can't" | | |
| too low level of aspiration | | |
| too high level of aspiration | | |
| harbors self-pity | | |
| feels unimportant | | |
| 5. Behavior in School | | |
| displays poor attendance | | |
| repeatedly tardy | | |
| difficult to motivate | | |
| poor work habits | | |
| hyperactive, nervous | | |
| needs continuous supervision & direction | | |
| 6. Achievement in School | | |
| low in habits, attendance, skills | | |
| little effort to succeed | | |
| underachieving | | |
| retarded in reading | | |
| weak in oral expression | | |
| poor in writing skills | | |
| interests not met in school program | | |
| potential school drop-out | | |
| will attend college | | |
| will attend vocational type school | | |
| will consider high school terminal | | |
| 7. Home Situation | | |
| non-supportive of school | | |
| over-indulgent | | |
| rejecting this child | | |
| provide little supervision | | |
| low economic level | | |
| home lacks affection | | |
| inconsistent in discipline | | |

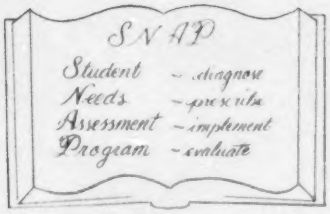



## PUPIL PROGRESS: YEAR TO YEAR COMPARISONS

Pupils in Grades _____ Who Were Selected for Special Attention or Help

Date: _____ to _____

| Name of Student | Grade Level | No. of Identified Problems | | | | Frequency Indicated by Teachers | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | _____ Year | _____ Year | Change | % | _____ Year | _____ Year | Change | % |
| 1. | | | | | | | | | |
| 2. | | | | | | | | | |
| 3. | | | | | | | | | |
| 4. | | | | | | | | | |
| 5. | | | | | | | | | |
| 6. | | | | | | | | | |
| 7. | | | | | | | | | |
| 8. | | | | | | | | | |
| 9. | | | | | | | | | |
| 10. | | | | | | | | | |
| 11. | | | | | | | | | |
| 12. | | | | | | | | | |
| 13. | | | | | | | | | |
| 14. | | | | | | | | | |
| 15. | | | | | | | | | |
| 16. | | | | | | | | | |
| 17. | | | | | | | | | |
| 18. | | | | | | | | | |
| 19. | | | | | | | | | |
| 20. | | | | | | | | | |
| 21. | | | | | | | | | |
| 22. | | | | | | | | | |




Date _____

School _____

## PROBLEMS MOST FREQUENTLY IDENTIFIED

Pupils' Problems as Perceived by Teachers Listed from the Highest to Lowest Frequencies

| Frequency Rank | Problem | Total No. Pupils |
|---|---|---|
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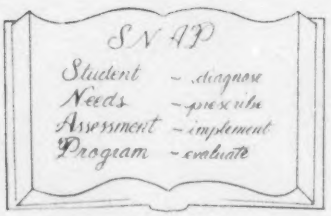


Pupil's Name _____
Teacher's Name _____
Date _____
Return to _____ office

## INDIVIDUAL PUPIL PROGRESS PROFILE
### Comparisons Between Beginning and End of Special Help

The student named has been identified as having the following problems to an unusual degree. Compared with classmates and other students I have observed I would rate the severity of these problems at this point in time as indicated below. (Circled number indicates degree).

| Problems | never | rarely | seldom | sometimes | frequently | usually | always |
|---|---|---|---|---|---|---|---|
| 1. _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. _____ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |



Form SN-9-74

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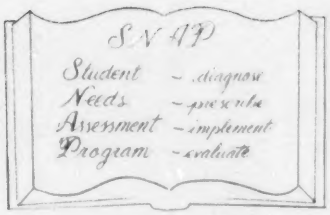


## TEACHER DEVISED TECHNIQUES AND OUTCOMES

Teacher _____ Date _____

Student _____ Grade _____

On Which Student Needs Did You Concentrate? _____

_____

_____

APPROACH:

OUTCOMES: